

# FAMILY ISSUES

## Parents Roles and Responsibilities

### Generalizations

1. The decision to have children requires a lifelong commitment.
2. Assuming the responsibility for another person increases the demands on one's own resources.
3. Parenting requires an investment of time, energy, money, and emotions.
4. Economic support is the parents' legal responsibility until the child becomes eighteen years old.
5. Effective parenting is achieved when one is comfortable and confident about one's own self-worth.

The qualities of being a good parent are many. These qualities can be displayed at many different times and situations. These qualities are also found in many different roles that parents play. For example being "affectionate" can be displayed when you are in the role of nurturer or family coach. The most important quality a good parent can display is the ability to be flexible. Being flexible means being able to change roles, accept a child's concern or point of view or accept help from others. A parent is many things at many times; it is the hardest job in the world.

# FAMILY ISSUES

## Roles and Responsibilities

### Handout

Responsibility: What does this mean?

The first thing it means is don't run out on your responsibilities. If you make a girl pregnant, that's child your child, too. You should stick around no matter what and do everything you possibly can to make sure that your baby gets cared for.

You have to start taking care of a baby before it's born. There are a number of things a pregnant woman should do and shouldn't do in order to have a healthy baby. You can't force the woman to take care of your unborn baby, but you can help and you can encourage.

A pregnant woman has to have enough good, well-balanced food. She should have plenty of green vegetables.

Smoking cigarettes is a bad idea. Babies born to women who smoke aren't as healthy as babies born to women who don't smoke.

Drinking is much worse. A pregnant woman should stay away from alcohol.

The same goes for other drugs. Anything a pregnant woman takes into her body, anything she eats, any drug she takes affects your baby, too. Did you know that if a mother is addicted to drugs, her baby can be born an addict? That baby will be very sick for a long time.

A pregnant woman has to be careful even about drugs the doctor gives her. She shouldn't take anything unless the doctor knows that she's pregnant.

Drugs can cause all kinds of problems for the baby. The baby might be born deformed.

What can you do? You can't force her but you can stay clean yourself. You can't tell somebody not to drink if you're sitting there with a beer in your hand. You can, for sure, not offer drugs or alcohol to a pregnant woman and not pressure her into partying. Don't take drugs or alcohol into her house. You can try to see that she's getting food and rest.

If you can, you should be there when the baby's born. These days a lot of men are right there in the delivery room helping. They attend classes with their partner before the child's birth to learn how to help.

Responsibility: What does this mean? (Continued)

You should hold your baby as soon as you are allowed to. A good father welcomes his child into the world. Scientists have proven that holding your baby is very important in how both of you will feel about each other for the rest of your life.

A good father takes care of his kids. He does what he can to make sure that they're fed and clothed and have a place to live.

When I say that you should do what you can to take care of your kids, I mean just that. You may be out of a job and not have any money, but you can still see your kids and still help in other ways. If you don't have any money, how can you help take care of your child?

Children are a 24-hour responsibility. It's hard to explain what that means. Young parents have usually never had a 24-hour responsibility until they bring their first baby home. It's a big shock.

Babies need care just about all the time. They can't do anything for themselves. It's up to the adults to feed them, bathe them, dress them, to do everything for them.

It's a lot of work and it's about 3 years before a child is able to begin to take care of himself at all.

The first few months with a new baby are rough. New babies don't sleep through the night. When the baby wakes up at 3:00 in the morning crying, you have to get up and feed and change him. You can't talk to him and tell him it isn't right to wake you up. You can't ignore him and hope he'll stop crying. He won't.

You can't get mad at him for taking so much of your time and your partner's time. A lot of men feel jealous of the new baby. Before the baby, your partner took care of you - now she just doesn't have much time or energy left over for you. She's very tired from having the baby and needs your help and support.

## Responsibility: What does this mean? (Continued)

Thing is, you're an adult and you can go to the refrigerator if you're hungry or take a shower if you want one. The baby is helpless. There's no way for him to understand how hard all this is on you. It's up to you to understand.

Remember:

1. If you get a woman pregnant, you're responsible - don't run out!
2. Encourage your partner not to smoke, drink or take drugs when she's pregnant.  
Be a good example by staying clean yourself.
3. Be there to welcome your baby into the world.
4. Do what you can to help your partner care for your baby.
5. If your partner has a baby, she'll have less time to take care of you.

# FAMILY ISSUES

## ROLE-PLAYING: Problems, situations

From the moment a child is born, he begins to learn a variety of ways to interact with the other people in his environment. These learned patterns of behavior (or roles) are dependent on a wide assortment of biological, cultural and social factors that influence both the way an individual defines his role and the way others perceive him.

All of us, of course, learn many roles and we switch back and forth with relative ease, depending on the situation. This ability to switch roles successfully is greatly dependent on our speed and skill in sizing up a new situation. It also requires years of practice!

Role-playing as a teaching/learning technique allows us to make use of our perceptions of self and others in a given situation to test out some of our hidden assumptions. It is, in effect, a great rehearsal.

Role-playing has great value in any situation which involves interpersonal relationships; its value in a family life education course goes almost without saying.

Role-playing is play-acting without a script. Or more exactly, without a *written* script. Individuals respond in a given situation according to what they have heard (or think they have heard) many times before. (How often have we, as parents, heard one of our children scolding a younger brother or sister using not only our words but our tone of voice and our gestures. (That's role-playing! )

In the classroom, role-playing is more than simply having two people "act out" a difficult or unfamiliar situation. It offers an opportunity to get feed-back from observers about how one's behavior or words affected them.

Role-playing also enables an individual to experience how another person feels by reversing their positions in an argument or discussion. Role-reversals of male and female points of view can often result in new insights and awareness for both individuals.

Role-playing can grow out of many classroom experiences: an argument over whether a woman should work after she's married, a discussion about how a couple might decide on which contraceptive to use, a complaint about how parents don't understand their kids, or a question about what to tell your own kids when they ask about sex. The question cards can be used to lead into role-playing situations as can a debate, a film or a set of photographs.

However, role-playing without guidance and direction is rarely more than a

pastime; it is most often the discussion which follows that produces the learning.  
Role Playing - Problems, situations (continued)

Prepare for role-playing by making a set of cards for each situation. One card would be for the person with the problem. Each of the other cards would identify a person he/she goes to for help.

In the first situation, the top card would read:

Female, Age 15 Living at home, going to school. You've been going with a guy for two months and you just found out you're pregnant. There would be 4 other cards in the set: 1 ) Mother 2) Girlfriend 3) Minister 4) Boyfriend.

Do the same for all of the situations listed on the attached page.

# FAMILY ISSUES

## Role-Playing Assignment

### Situations

**Role 1:** Boy, age 19

Living at home

Going to school

**Situation:** You have just found out your girlfriends pregnant. You've been going with a guy for two months.

### People You Go To See For Help and Information:

1. Your mother
  2. Your girlfriend
  3. Your minister or priest
  4. Your parole agent
- 

**Role 2:** Male, age 18

You are on parole

You are living with your girlfriend.

**Situation:** You have always used rubbers because your girlfriend doesn't want to use any kind of contraceptive. You don't like using rubbers, but you don't want to have any kids yet.

### People You Go To See For Help and Information:

1. Your parole agent (female)
  2. Your father
  3. Your married brother, age 24
  4. Your girlfriend (talk to her last)
- 

**Role 3:** Male, age 24

You are living with your girlfriend and child.

You are just hired into a great job.

**Situation:** Your child is turning 5 years old on Saturday; her party is at 1:00 p.m. You start your job Saturday. Your daughter says, "Daddy I'm so glad you'll be at my party!!"

### People you go to see for help and information:

1. Your girlfriend.
2. Your boss.
3. Your mother/father.
4. Your co/worker.

# **FAMILY ISSUES**

## **Parenting Style and Role Modeling**

### **Assignment**

1. List the members of your family and give a brief personality description of each.
2. What were your parents styles? Mom? Dad?
3. Was there another adult who influenced your childhood? Who? What effect did that person have?
4. Which siblings were treated differently from you? How?
5. Which siblings were treated the same as you? How are your siblings different from you now?
6. How are you different from your parents? How would you like to parent? The same way or differently from your own parents?

### **MONKEY SEE, MONKEY DO**

Children mimic grown-ups.  
They ape us to the letter.  
No matter how much time  
we take to try to make them better.



# FAMILY ISSUES

## Roles and Responsibilities

### Teacher Note

Read the following to your students and discuss.

You and Juana fight a lot. You're not proud of it, but every now and again you actually hit her. You're trying not to do that. Last time it happened somebody called the police and you just don't need that.

Your son, Tommy, plays a lot with the little girl who lives across the hall. One day you walk in just in time to see him haul off and punch her. You pick him up and take him inside. "That's very bad", you say, "You don't hit girls. I want you to sit here quietly for five minutes and try to remember that".

Five minutes later you let him go back to playing.

### Discussion questions

1. Is what you did right?
2. What could you have done better?
3. Why did Tommy hit the little girl?

The Teacher should point out that the disciplinary response is really pretty good and works well with kids - giving them a short time-out period. The problem is that the kid is only doing what he sees you doing. You have to change your own behavior.

# FAMILY ISSUES

## Parenting Styles

Most parents do not "fit" into one style, but are a combination of two or three styles. We need to strive to validate our children as well as the child inside ourselves. This will give you a feel for how parents can influence their children in different ways. Some parents use different styles with different children. Ask yourself; "What kind of parent did I have?"

### The Demanding Parent (D)

The demanding, dictatorial parent gives the message, "I'm the boss and I own you". The child believes the parent is saying, "It doesn't matter what you think, it is going to be done my way". Demanding parents are parents who push. (If you were pushed as a child then you will probably continue to push yourself and your child.) These parents often use the word "lazy" and often fear their children won't "turn out." Children of demanding parents say, "He never listens to me" or "She treats me like a baby" or "He doesn't care how I feel." These demanding parents tend to raise two types of children, doormats and liars. Doormats are the children who can be walked all over, agree with everyone and never have a conflicting opinion. Liars are the children who look right at the parent, nod and agree with the parent and when the parent is out of sight do as they please. Some liars become so good and begin to lie at such a young age that they believe their own lies and no longer deal with reality. Demanding parents do not teach their children to think, reason, set goals, or make choices. Living in jail is like living with a demanding parent. You are told what to do, no one wants your opinion, you have no choices and you probably don't feel that the guards really like you.

### The Critical Parent (C)

Critical parents are demanding parents only more so. They give the message, "You don't do anything right." Critical parents often had critical parents. They often put a lot of energy into keeping secrets. They are extremely self-critical. Critical parents raise critical, negative, judgmental children who need to put others down in order to feel good about themselves. Criticism is very seldom constructive. Criticism destroys self-esteem and makes children angry and resentful. Children of critical parents have so few positive examples; and to change behavior is to risk more criticism and to risk failure. The following sentences are examples of critical statements: "Sit up straight; stop biting your finger nails; you're just like your brother; why couldn't you have been thinner; you were supposed to be a boy".

### The Inadequate (I)

Inadequate parents are ineffectual. They are often alcoholic, drug addicted and/or abusers. They are parents who abandon their children each time they use alcohol or drugs or act in an out of control manner. The fear level in these children is enormous. The message these parents give is, "I am not able to give you what you need. I am overwhelmed, I might explode." The children of these parents feel a need to take care of the parent and protect him/her. The child may feel caught in a trap as they feel that they should be protected, not be doing the care taking. Inadequate parents often ask their children to assume adult roles that they are not capable of assuming -- raising younger brothers and sisters, getting dad to bed after he has passed out, calling work and lying for the parent. They often ask children to make decisions which are matters far beyond their realm. "Should I divorce your father?" Regardless of what the child suggests, they become the possible scapegoat whatever the outcome.

### The Disengaging Parent (Di)

Disengaging parents are unavailable or preoccupied. They may be too sick, too tired or too busy. They give the message, "You are not terribly important to me." These children often spend a lot of time denying what they see and feel. These parents are usually people who were not parented themselves. Because of this, they were not adequately loved, so living is hard for them. They may even make some of the following statements: "I never wanted a child in the first place." "You were an accident." "I brought you into this world, I can take you out." "I can't cope." "You children will be the death of me." "You are driving me to my grave."

### The Validating Parent (V)

Validating parents are honest with themselves and honest about what they can do. They spend enough quality time with their children that there is some recognizable quality time. They have good communication skills, enjoy being parents and their love takes action. These parents often come from validating parents. Few people were actually raised by validating parents and, therefore, their statements may sound unbelievable or unrealistic but they are not.

### The Overprotective Parent (O)

Overprotective parents (smothering parent) gives his child the following message, "You can't do it, at least not by yourself." The children of these parents often make the statement: "I don't know how, or I couldn't do that as a child." These parents often make the statement: "I don't want my child to do that, I wasn't permitted to do it!" Overprotective parents try to give the child all the things that they themselves did not have during their own childhood, which is impossible and insane. This parent wonders why the child is not appreciative enough and grateful enough for all the things that the parent is supplying and doing. This parent needs to parent themselves and know that they can enjoy a childhood at any age.

# FAMILY ISSUES

## Analysis of Your Parenting Style

### Teacher Notes

1. On the board, list the characteristics the students suggest that they would like for their child when the children become adults.
2. Ask, "How do you get these characteristics" - discuss role modeling and its influences.
3. Read the assignment "What Type of Parents Did You Have" (next page) and have the students check the ones that remind them of home and growing up.

Have the students count the number of D's, C's, O's, etc.

4. Lead a discussion or ask for an essay on their parents style as determined by the percentage of D's, C's , etc. You may want to repeat this for both parents. (1. mom - 2. dad - 3. Significant other.) Refer to answer key.

# FAMILY ISSUES

## WHAT TYPE OF PARENTS DID YOU HAVE?

Check the statements in the following list that you feel are most descriptive of the things your parents said to you. Check the statements off only if they were said often in your home as you were growing up. (Leave blank the ones that do not apply to your family.)

- \_\_\_\_\_ 1. Right now!
- \_\_\_\_\_ 2. I Really liked the way you did that.
- \_\_\_\_\_ 3. I don't know. Ask your dad (mom).
- \_\_\_\_\_ 4. What were you thinking of when you did that?
- \_\_\_\_\_ 5. Do it now!
- \_\_\_\_\_ 6. I'm too upset to talk.
- \_\_\_\_\_ 7. You'd better let me help you.
- \_\_\_\_\_ 8. It's none of your business.
- \_\_\_\_\_ 9. I hate you.
- \_\_\_\_\_ 10. That shows you put a lot of work into it.
- \_\_\_\_\_ 11. Clean up your room now!
- \_\_\_\_\_ 12. I'll make you pay for this.
- \_\_\_\_\_ 13. I'm too busy. Maybe later.
- \_\_\_\_\_ 14. I can't believe you did that.
- \_\_\_\_\_ 15. It's just for us to worry about.
- \_\_\_\_\_ 16. I know it must be disappointing, because I know you really tried
- \_\_\_\_\_ 17. Because I said so.
- \_\_\_\_\_ 18. I can't promise you.
- \_\_\_\_\_ 19. I can't take this.
- \_\_\_\_\_ 20. That's my rule, that's why.
- \_\_\_\_\_ 21. What do you think I should do?
- \_\_\_\_\_ 22. You look terrible. Go change.
- \_\_\_\_\_ 23. Do you think you are ready for that?
- \_\_\_\_\_ 24. I'm so proud of you.
- \_\_\_\_\_ 25. I can't talk to him. You do it.
- \_\_\_\_\_ 26. I can't tell your mom. It will upset her.
- \_\_\_\_\_ 27. You'd better not move ahead without asking me first.
- \_\_\_\_\_ 28. No, because I said so. You don't need a reason.
- \_\_\_\_\_ 29. You never do anything right. Let me do it
- \_\_\_\_\_ 30. Get over here and do what I tell you.
- \_\_\_\_\_ 31. You did that so well. Show me how to do it.
- \_\_\_\_\_ 32. Maybe tomorrow.
- \_\_\_\_\_ 33. Stop it! I can't believe you did that again when I told you not to.
- \_\_\_\_\_ 34. Just what do you think you are doing?
- \_\_\_\_\_ 35. I'll do that for you. I am afraid you are going to get hurt.
- \_\_\_\_\_ 36. Maybe tomorrow. I don't feel well.
- \_\_\_\_\_ 37. Do you mind leaving me alone right now?
- \_\_\_\_\_ 38. I said to do it, so do it!

- \_\_\_\_\_ 39. You really didn't want to do that, did you?
- \_\_\_\_\_ 40. Did I ever tell you how much I love you?

# FAMILY ISSUES

## Teacher Notes

Answer Sheet to "What types of parents did you have?"

1. (D)
2. (V)
3. (I)
4. (C)
5. (D)
6. (I)
7. (O)
8. (C)
9. (C)
10. (V)
11. (D)
12. (C)
13. (Di)
14. (C)
15. (O)
16. (V)
17. (D)
18. (Di)
19. (I)
20. (Di)
21. (I)
22. (C)
23. (C)
24. (V)
25. (I)
26. (I)
27. (O)
28. (D)
29. (C)
30. (D)
31. (V)
32. (Di)
33. (D)
34. (C)
35. (O)
36. (I)
37. (Di)
38. (D)
39. (V)
40. (V)

The Inadequate Parent (I)  
The Disengaging Parent (Di)  
The Validating Parent (V)  
The Demanding Parent (D)  
The Critical Parent (C)  
The Overprotective Parent (O)

# FAMILY ISSUES

## ASSIGNMENT

Qualities of a good parent.

<input type="checkbox"/> Affectionate	<input type="checkbox"/> Objective
<input type="checkbox"/> Warm	<input type="checkbox"/> Assertive
<input type="checkbox"/> Independent	<input type="checkbox"/> Gentle
<input type="checkbox"/> Dominant	<input type="checkbox"/> Sensitive
<input type="checkbox"/> Ambitious	<input type="checkbox"/> Compassionate
<input type="checkbox"/> Self Reliant	<input type="checkbox"/> Sympathetic
<input type="checkbox"/> Nurturing	<input type="checkbox"/> Athletic
<input type="checkbox"/> Loyal	<input type="checkbox"/> Forceful
<input type="checkbox"/> Tender	<input type="checkbox"/> Adventurous
<input type="checkbox"/> Competitive	<input type="checkbox"/> Understanding

1. Put a check next to the five most important qualities of a good parent.
2. Ask the teacher for help if you don't understand any of the words.
3. Put an "M" next to any of the words that describe a mother.
4. Put an "F" next to any of the words that describe a father.
5. Were your five important qualities more mother's or father's roles.

Switch the labels on the words you marked as "mother" and "father" qualities . How do you feel about this new parent? What do you like? What do you not like?

6. Which of these parental qualities do you have right now?



# FAMILY ISSUES

## Parenting Roles

### Assignment

1. Beginning with each of the letters shown below, write as many words as you can which describe parents and their roles. Place a + by each word that you consider to be a positive one; place a - by each one that you consider to be negative.

P \_\_\_\_\_

A \_\_\_\_\_

R \_\_\_\_\_

E \_\_\_\_\_

N \_\_\_\_\_

T \_\_\_\_\_

I \_\_\_\_\_

N \_\_\_\_\_

G \_\_\_\_\_

2. Share with other students the words you chose, and explain why you chose the descriptive words.

3. List ten desirable traits for people who raise children. From these, select the five most desirable traits you believe people who raise children must have.

4. Compare your five most desirable traits with those chosen by other class members. Discuss.

## ***Parents***

*Parents teach in the toughest school in the world*

*"The School for Making People".*

*You are the Board of Education, the Principal,  
the classroom teacher, and the janitor.*

*You are expected to be experts on all subjects  
pertaining to life and living.*

*There are few schools to train you for your job  
and there is no general agreement on the curriculum;  
you have to make it up yourself.*

*Your school has no holidays, no vacations, no unions,  
no automatic promotions, or pay raises.*

*You are on "ON DUTY" or at least "ON CALL" 24 hours a day,  
365 days a year, for at least 18 years for every child you have.*

*Within this context, you carry on your people-making.*

*I regard this as the hardest, most complicated,  
anxiety-ridden, blood and sweat producing job in the world.*

*-Virginia Satir-*

# FAMILY ISSUES

## Assignment

Resources Needed For Parenting:  
Time, Energy, Money, and Emotional Commitment

1. a. How many children do you hope to have?
- b. How much do you think the following items cost at the present time?  
  
Childbirth  
Child support through age eighteen  
Four years of college
- c. What benefits and pleasures do you think you would derive from raising children?
- d. What would you be willing to give up or change because of your role as a parent?
- e. What essential items do you believe a baby needs during the first year?
- f. Using your own resources, explain how you could improvise three of these essential items instead of buying them.
- g. Locate four sources in your community for inexpensive furniture, baby clothes, and toys.
- h. In general, do you think there are more advantages than disadvantages to having children? Circle one number on the scale below.

*Only disadvantages*

*Only advantages*

0      1      2      3      4      5      6      7      8      9      10

Tabulate and compare the students' responses to question I (parts a, b, and c). What are the three most frequently mentioned advantages and disadvantages? Compare the students' cost estimates with the latest statistics from the Population Reference Bureau. Discuss the results.

Obtain the latest statistics on the cost of raising a child from the Population Reference Bureau. Write to the following address:

Population Reference Bureau, Inc.,  
1337 Connecticut Avenue, N.W.

Resources Needed For Parenting (Continued)

**Direct Cost of Raising a Child in the United States, 1980**

**IN 1980 . . .**

. . . Childbirth cost about \$2,485

. . . Raising a child to age eighteen cost \$72,894

. . . Four years of college cost \$12,640

The total cost for raising a child was \$88,019

For a child who was eighteen years old in 1980, the cost was \$72,894; for a child born in 1980 and who will be eighteen years old in 1998, the cost is projected to be \$144,892.

# FAMILY ISSUES

## Parenting Roles

### Assignment

We have discussed a variety of roles a parent must assume in order to be effective. These roles vary from culture to culture. Some societies take financial responsibility for their children only until the child reaches age 18 years of age. Others help their children financially, all the child's life.

Some societies raise children as a community. Many people take an interest in the child and help mold him through advice, care, discipline, etc.

1. Can you find three particular customs or roles that are commonly displayed in your culture or that of someone you know?
2. What roles do family members take on raising a child in your culture?
3. What roles are assigned by custom and which roles are assigned by personal relationship?
4. Listed below are a variety of roles assumed when raising a child. Assign a family member title to each of the roles. Compare your answer to that of other students.

For example, "Nurturer": Mother/Grandmother

- |                       |  |
|-----------------------|--|
| 1. Nurturer           | 6. Coach                                 |
| 2. Historian          | 7. Taxi-driver                           |
| 3. Financial Provider | 8. Care-giver (baths, feeding, dressing) |
| 4. Teacher            | 9. Cook                                  |
| 5. Friend             | 10. Spiritual Adviser                    |
5. Which of these roles are you prepared to take on?
  6. Prioritize or rewrite the list putting the most important role in the number one spot. Be prepared to discuss with other students why your list is prioritized in such a fashion.

# FAMILY ISSUES

## Qualities of a Good Parent

### Assignment

#### Directions

1. Put a check next to the five most important qualities of a parent.
2. Put a question mark next to any word you do not understand. (Ask your teacher the word's meaning or use a dictionary.)
3. Put an "M" next to words that describe a mother.
4. Put an "F" next to words that describe a father.

#### Qualities of a Good Parent

Affectionate	Objective
Assertive	Warm
Gentle	Independent
Sensitive	Dominant
Compassionate	Ambitious
Sympathetic	Self-reliant
Athletic	Nurturing
Forceful	Loyal
Adventurous	Tender
Understanding	Competitive

5. After marking the list, answer the following questions:
  - a. Were your five important qualities more mother's roles or father's roles?
  - b. (Switch the mother and father labels on the words you marked.) How do you feel about this new parent? What do you like? What do you not like?
  - c. Which of these parental qualities do you have right now?

# FAMILY ISSUES

## Parent Roles: Positive and Negative

### Assignment

Parents have different qualities and have different roles in a family.

Understanding the expectations and responsibilities of parenthood can create a greater understanding of parenting roles.

1. Using a father figure and a mother figure , write in each figure such statements as "A father is...", "A mother is...", "A mother provides...", "A father provides...", "A mother is not...", "A father is not...."
2. Circle the positive statements and place an X before the negative statements.
3. In class you will:
  - a. Compare the similarities and differences of other participants' statements on the figures.
  - b. Identify the statements as portraying either traditional roles or democratic roles by placing a T for traditional and a N for Non-traditional beside the statement.
  - c. Give an example of how the positive and negative statements affect child rearing.

# FAMILY ISSUES

## Role Modeling

### Assignment

#### A Child Learns Through Living

Babies are born with the ability to do some things at birth; however, most developmental tasks are learned. They watch, listen, feel, and learn about everything around them. A baby can sense if the person holding him or her is comfortable. Babies know when the people around them are angry. What children see is what they learn. It is extremely important that the caretakers and people around the child be good models. They show a child by example how something is to be done, rather than just tell the child with words.

1. Fill in the blanks with what you think the child will learn: CHILDREN LEARN WHAT THEY LIVE. If a child lives with:

Criticism, the child learns to: \_\_\_\_\_

Hostility, the child learns to: \_\_\_\_\_

Ridicule, the child learns to be: \_\_\_\_\_

Jealousy, the child learns to feel: \_\_\_\_\_

Tolerance, the child learns to be: \_\_\_\_\_

Encouragement, the child learns: \_\_\_\_\_

Fairness, the child learns: \_\_\_\_\_

Security, the child learns: \_\_\_\_\_

Approval, the child learns to: \_\_\_\_\_

Friendship, the child learns to: \_\_\_\_\_

2. Discuss your answers with other members of the class.
3. Compare your answers with the poem by, Dorothy Law Nolte.



# Children Learn What They Live

If a child lives with criticism, He learns to condemn.

If a child lives with hostility, He learns to fight.

If a child lives with ridicule, He learns to be shy.

If a child lives with jealousy, He learns to feel guilty.

If a child lives with tolerance, He learns to be patient.

If a child lives with encouragement, He learns  
confidence.

If a child lives with praise, He learns to appreciate.

If a child lives with fairness, He learns justice.

If a child lives with security, He learns to have faith.

If a child lives with approval, He learns to like himself.

If a child lives with acceptance and friendship, He  
learns to find love in the world.

Dorothy Law Nolte